DOCUMENT RESUME

ED 405 073 PS 023 209

AUTHOR Claus, Richard N.; Quimper, Barry E.
TITLE Michigan School Readiness Program Process Evaluation Report, 1994-95.
INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE Feb 95
NOTE 40p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Observation Techniques; Cognitive Development; Cognitive Measurement; Cognitive Objectives; Early Intervention; *Educational Assessment; Evaluation Criteria; Formative Evaluation; *High Risk Students; Minimum Competencies; Parent Participation; Parent School Relationship; Parent Teacher Cooperation; *Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; Teacher Evaluation; Young Children
IDENTIFIERS *Classroom Observation Instruments; *Michigan (Saginaw)

ABSTRACT

The Michigan School Readiness Program (MSRP) is a state-funded prekindergarten program in Saginaw for at-risk 4-year-old children. The overall goal of the program is to provide these 4-year-olds with an environment that will enable them to develop school readiness skills in seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation. A process evaluation of MSRP was conducted in 1995. The observation-instrument evaluation focused on cognitive, psychomotor, parent participation/education, and language development activities in the classrooms. The evaluation revealed the following: (1) daily objectives were being met with the exception of gross motor coordination activities; (2) parent participation records were being maintained; and (3) teachers were employing language production/enhancement techniques but with wide variation in frequency across sites. The investigation concluded that these deficiencies might be addressed with an in-service on how to further extend restatements, and by ensuring that supervised gross motor coordination takes place on a daily basis. (Four appendixes present: (1) program participants by building as of February 13, 1995; (2) a narrative program description; (3) materials related to the observation instrument and associated checklists; and (4) classroom observations on teachers' use of language production/enhancement techniques for each site.) (SD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 405 073

EVALUATION REPORT

MICHIGAN SCHOOL READINESS PROGRAM
PROCESS EVALUATION REPORT

1994-95

DEPARTMENT OF EVALUATION SERVICES
- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Richard Norman Claus
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PS 023209

BEST COPY AVAILABLE

MICHIGAN SCHOOL READINESS PROGRAM
PROCESS EVALUATION REPORT

1994-95

An Approved Report of the

Department of Evaluation, Testing, and Research

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Barry E. Quimper, Director
Evaluation, Testing & Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

February, 1995

TABLE OF CONTENTS

	Page
INTRODUCTION	1
PROCEDURES FOR PROCESS EVALUATION	3
PRESENTATION AND ANALYSIS OF PROCESS DATA	4
Cognitive, Psychomotor, and Parent Participation/Education Component Results	4
Language Development	6
Findings Related to Language Items	7
SUMMARY	10
RECOMMENDATIONS	11
APPENDICES	12
Appendix A: MSRP Participants By Building As Of February 13, 1995	13
Appendix B: Narrative Program Description	14
Appendix C: MSRP Preschool Activities Observation Checklist 1994-95, Associated Language Observation Instrument 1994-95, And Key For Classroom Activity Observation Checklist	19
Appendix D: Number Of Times MSRP Teachers Employed Language Production/Enhancement Techniques By Time Period And Total Classroom Observation For Each Site February, 1995	30

LIST OF TABLES

Table		Page
1	Prekindergarten Activities Observed	5
2	Average Number Of Times Teachers Employed Each Language Production/Enhancement Technique	8
3	Lowest And Highest Number Of Times A Teacher Employed Each Language Production/Enhancement Technique	8
D-1	Number Of Times MSRP Teachers Employed Language Production/ Enhancement Techniques By Time Period And Total Classroom Observation For Each Site, February, 1995	30

Introduction

This is the seventh year the School District of the City of Saginaw has operated a state funded prekindergarten program for "at risk" four year old children. The program, currently entitled Michigan Early Readiness Program (formerly called the Michigan Early Childhood Education Preschool) is the subject of this evaluation report. The District has operated for the past twenty-five years a federally funded (Chapter 1 of the Educational Consolidation and Improvement Act) prekindergarten program for children coming from the inner city. Thus, Saginaw is no stranger to prekindergarten programming and the two programs are essentially the same except for funding source and the process to identify eligible four year olds.

The factors which place four year olds "at risk" of becoming educationally disadvantaged are essential to the identification of those to be included in the Michigan School Readiness Program (MSRP). Four year olds selected for participation in MSRP must have shown one or more of the following "at risk" factors:

> Score of 17 or less on the 27 item Prekindergarten Readiness Screening Device (PRSD); low birth weight; developmentally immature; long-term or chronic illness; diagnosed handicapping condition (mainstreamed); language deficiency or immaturity; family history of low school achievement or dropout; single parent; unemployed parent/parents; low family income; parental/sibling loss by death, or parental loss by divorce.

---

*From 1994-95 Grant Application For: The Michigan School Readiness Program, page 7 with criteria of PRSD for developmentally immature.

An accounting of this year's MSRP participants shows that as of February 13, 1995 a total of 302 pupils were attending one of nine sites (see Appendix A for details).

The MSRP operated at nine elementary sites: Fuerbringer, Herig, Jerome, Kempton (p.m. only), Merrill Park, Chester Miller, John Moore, Stone, and Zilwaukee (a.m. only). There were nine MSRP sites last year.

The MSRP is based upon the Piagetian concept that a child best develops intellectually in a stimulating environment. Preschoolers are provided with an environment in which they receive positive reinforcement for reaching out, experimenting, seeking, and attaining new knowledge. Free and structured experimentation with common objects provide learners with information and a repertoire of actions on objects that enable them to explore the properties of unfamiliar things. Manipulative materials provide children with many problem-solving developmental activities. The daily schedule includes experiences in the areas of affective, fine and gross motor skills, physical and social knowledge, and parent participation.

Language and concept development is constantly encouraged and reinforced. The school environment is characterized by: consistency, behavior modification, interest centers, decision-making on the part of the students, and pupil participation with freedom and responsibility.

The overall goal of the program is to provide four year olds with an environment that will enable them to develop school readiness skills. There are seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation components (see Appendix B for the objectives in each component).

BEST COPY AVAILABLE

Procedures for Process Evaluation

A process evaluation involves monitoring a program throughout the year to determine if the program is being implemented as planned. This makes it possible to identify strengths and weaknesses that might influence program outcomes. For this program the process evaluation was accomplished by means of an on-site observation of four teachers by the evaluators.

The observation instrument (see Appendix C for copy) was designed jointly by an evaluator and program supervisor. The checklist portion of the instrument dealt with the cognitive, psychomotor, and parent participation/education components of the MSRP program. The question that follows the checklist centered upon language development related to teacher behaviors to increase language production of pupils for each 30 minute block of time during the half-day observation.

Presentation and Analysis of Process Data

Half-day observations were conducted by four program evaluators. Four of the eight (50.0%) prekindergarten teachers were observed. The MSRP Program Activity Observation Checklist and Associated Language Observation Instrument, (see Appendix C) was the instrument used for the observations. The primary focus of the observations was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the single language observational item related to language production/enhancement techniques employed by the preschool teachers. Classrooms were observed between February 13-16, 1995.

The evaluators spent an average of 160.8 minutes observing in each classroom. There were between 13 to 18 pupils in attendance per classroom observed with the mean number of children being 15.5. Three of the four (75.5%) classrooms had one parent or more helping out in the classroom.

The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Component Results

The first two pages of the observation instrument dealt specifically with objectives 1-16. The results of the observation related to these cognitive, psychomotor, and parent participation/education objectives are presented in Table 1 below.

Table 1

Prekindergarten Activities Observed

Objective	Activity	Number and Percent of Teachers Conducting Each Activity	
		#	%
1	Properties of Object; i.e., shape, color, hardness (five senses)[a]	4	100.0
2	Social Knowledge (i.e., work roles)	4	100.0
3	Grouping and Regrouping (i.e., classification)[a]	4	100.0[b]
3A	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections) [Subskill of 3]	4	100.0
4	Transitive Relations (i.e., length, height, weight, shades, hardness)	4	100.0
5	Temporal Ordering of Events	4	100.0
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)	3	75.0
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)	4	100.0
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)	3	75.0
9	Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)	3	75.0
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)[a]	4	100.0
11	Linear Order (i.e., straight lines, counting)	4	100.0
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)	3	75.0
13	Gross Motor Coordination[a]	3	75.0
14-16	Record of Parental Participation Being Maintained	4	100.0

Note: N=4.

[a]These activities are to take place daily in all classrooms.

[b]Activities for this objective were those that required classification on one criterion and then using the same objects and shifting to a second criterion.

As can be seen in Table 1 above, the following points can be made:

- The activities that were to take place on a daily basis (objectives 1, 3, 10, and 13) were observed in 100.0% of the classrooms with the exception of objective 13 (75.0% of the classrooms).

- All classrooms (100%) carried out activities during the observations related to all objectives except objective 6 (expressive language: labeling), 8 (expressive language: semantics), 9 (expressive language: plot extension), and 13 (gross motor coordination) for each in 75.0% of the observed classrooms had a related activity.

- An up-to-date record of parental participation/education in the form of wall charts was observed in all seven (100%) of the MSRP teachers' classrooms.

Language Development

The MSRP Prekindergarten program also has a strong emphasis on increasing language production of preschoolers as well as displaying words throughout the classrooms to generate interest in and recognition of words and concepts. The last item of the observation instrument dealt specifically with language development. The item and the observational findings related to it is presented below. Following these findings a short discussion will highlight the main conclusions stemming from a review of each.

Findings related to language items. 1. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period.

> Tables 2 and 3 below present the data by average and lowest/highest number of times respectively for the first five 30-minute blocks of time during the observation period. The sixth block of time was excluded because of variations in length of this last time block. The actual number of times language production/enhancement techniques were employed by site can be found in Appendix D.

Table 2

Average Number of Times Teachers Employed Each Language Production/Enhancement Technique

Language Production/ Enhancement Technique	30-Minute Period 1st	2nd	3rd	4th	5th	Total For Observation
• Questions						
- Open-Ended	33.2	35.2	42.2	37.2	36.5	184.3
- Closed-Ended	13.2	28.8	24.5	21.5	14.5	102.5
• Restatement of Student Produced Responses						
- Exact Statement	9.2	19.8	14.8	8.5	13.0	65.3
- With Extension	14.8	13.7	19.2	18.0	19.0	84.7
Total						
- Questions	46.4	64.0	66.7	58.7	51.0	286.8
- Restatements	24.0	33.5	34.0	26.5	32.0	150.0

Table 3

Lowest and Highest Number of Times a Teacher Employed Each Language Production/Enhancement Technique

Language Production/ Enhancement Technique	30-Minute Period 1st		2nd		3rd		4th		5th	
	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest
• Questions										
- Open-Ended	15	56	21	53	20	70	9	56	21	59
- Closed-Ended	2	19	3	29	1	46	0	45	0	26
• Restatement of Student Produced Responses										
- Exact Statement	1	23	3	53	6	18	2	13	4	24
- With Extension	4	38	6	36	3	46	5	39	10	44

BEST COPY AVAILABLE

Observational summary of language items. Overall, teachers employed a variety of language production/enhancement techniques to encourage children to talk more. A study of the language development data presented above identifies a number of possible other possible specific findings. These findings include the following:

- Closed-ended questions are used approximately 36% of the time while open-ended questions are used approximately 64% of the time.
- Restatement with extension accounted for approximately 56% and restatement of the exact statement accounted for the remaining 44% of all restatements of student produced responses by preschool teachers.
- There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low total of 321 and high total of 492) for complete details, see Appendix D.

Summary

The Michigan School Readiness Program (MSRP) program operated in nine buildings. This is the seventh year the School District of the City of Saginaw has operated the state funded MSRP program for "at risk" four year old children. As of February 13, 1995 the program was serving 302 pupils based on various "at risk" factors (see Appendix A for counts by building).

The process evaluation activities consisted of an on-site half-day classroom observation in four of the eight teachers. The observation instrument focused on cognitive, psychomotor, parent participation/education, and language development activities in the classrooms.

The observations of the classrooms revealed the following: 1) activities to meet the objectives which are proposed to occur daily were taking place in all classrooms with the exception of those activities for gross motor coordination (3 of 4, or 75.0% classrooms); 2) a record of parent participation was being maintained in all four of the classroom sites; and 3) teachers were employing language production/enhancement techniques but with wide variation in frequency across sites.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine Saginaw's prekindergarten program.

Recommendations

Based upon the results of the on-site classroom observations and a review of the MSRP proposal, the following recommendations are suggested to improve the operation of the Prekindergarten program in the future.

- With respect to language enhancement activities, the frequency of exact statement to restatement with extension of students by teacher (approximately 44/56) is a great improvement over last year's 70/50 ratio. However, the restatement ratio of 50/50 or even 60/40 seem more reasonable targets for all teachers. An inservice on how to further extend restatements with pairing of teachers to help each other may be warranted.

- Supervised gross motor coordination need to take place on a daily basis for all preschoolers. This point needs to be reviewed with prekindergarten staff.

APPENDICES

APPENDIX A

MSRP PARTICIPANTS BY BUILDING AS OF February 13, 1995

Fuerbringer	32
Herig	41
Jerome	39
Kempton	21
Merrill Park	39
Chester Miller	33
John Moore	37
Stone	41
Zilwaukee	19
TOTAL	302

PART E -- NARRATIVE PROGRAM DESCRIPTION

DESCRIPTION OF PROJECT: Clearly define the project's goals and describe the plan for achieving these goals. State the critical objectives, activities/tasks and provide a timeline for completion. Use additional sheets as needed.

GOALS	CRITICAL OBJECTIVES	ACTIVITIES/TASKS	TIMELINES
~~1) To provide a quality~~ prekindergarten program. 2) To actively involve parents in their child's education. 3) To provide ongoing staff development to the prekindergarten staff.	Cognitive Component 1. Physical Knowledge	Feeling activities Furry and other texture toys Play dough Smelling and handling vegetables	Sept. 6, 1994 June 1, 1995
	2. Social Knowledge	Books Field trips Films Visitors Role playing Helpers in room	Sept. 6, 1994 June 1, 1995
	3. Knowledge: Classification	Color--blocks Shape Size Texture Tone Utility Smell Taste Calendar Sorting	Sept. 6, 1994 June 1, 1995
	4. Knowledge: Logical Mathematics Seriation	Length Height Weight Shades of color Hardness Softness Cuisenaire rods Block tower building Texture activities	Sept. 6, 1994 June 1, 1995

PART E -- NARRATIVE PROGRAM DESCRIPTION

DESCRIPTION OF PROJECT: Clearly define the project's goals and describe the plan for achieving these goals. State the critical objectives, activities/tasks and provide a timeline for completion. Use additional sheets as needed.

GOALS	CRITICAL OBJECTIVES	ACTIVITIES/TASKS	TIMELINES
	5. Spatio-temporal Knowledge: Structure of time	Show and tell Story book Role playing Science experiments Calendar Preparation of lunch, art, clean up, home bound Growth stages Finger play Farmer in Dell Audio Visual material	Sept. 6, 1994 June 1, 1995
	6. Expressive language: Labeling	Naming pictures in story book Naming items in catalogue Naming objects in house Naming items in classroom Tag pictures	Sept. 6, 1994 June 1, 1995
	7. Expressive language: Mean length of utterance	Retelling of story Exponding child's sentence (i.e., apple--eat, apple--I eat, apple--I eat an apple.)	Sept. 6, 1994 June 1, 1995
	8. Expressive language: Semantics	Flannel board stories Language stories Emphasizing specifics Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors	Sept. 6, 1994 June 1, 1995
	9. Expressive language: Plot extension/expansion	Completing unfinished sentences Adding endings to stories Drawing inferences	Sept. 6, 1994 June 1, 1995

PART E -- NARRATIVE PROGRAM DESCRIPTION

DESCRIPTION OF PROJECT: Clearly define the project's goals and describe the plan for achieving these goals. State the critical objectives, activities/tasks and provide a timeline for completion. Use additional sheets as needed.

GOALS	CRITICAL OBJECTIVES	ACTIVITIES/TASKS	TIMELINES
	Psychomotor Component		
	10. Fine motor coordination	Art work Writing on board Finger painting Folding Stirring pudding Peg boards Geoboards Puzzles Cusienaire rods	Sept. 6, 1994 June 1, 1995
	11. Spatio-Temporal Knowledge	Games--straight line Role playing Manipulation of objects (rods, blocks, toys Poetry Prose Counting days till	Sept. 6, 1994 June 1, 1995
	12. Representation at the symbol	Sand drawings Paper cutting Cookie cutting with clay "Simon Says" Tracing Rubbing	
	13. Gross Motor Coordination	Rhythms Dancing Jungle gym Free play activities Balance beam Mats--tumbling Play all equipment	Sept. 6, 1994 June 1, 1995

PART E -- NARRATIVE PROGRAM DESCRIPTION

DESCRIPTION OF PROJECT: Clearly define the project's goals and describe the plan for achieving these goals. State the critical objectives, activities/tasks and provide a timeline for completion. Use additional sheets as needed.

GOALS	CRITICAL OBJECTIVES	ACTIVITIES/TASKS	TIMELINES
	Affective Component		
	14. Preference Value Teacher	One to one relationship with an adult Seeking adult as a resource	Sept. 6, 1994 June 1, 1995
	15. Self-control	Consistence classroom environment--inne control--freedom and responsibility	Sept. 6, 1994 June 1, 1995
	16. Positive Peer Interaction	Sharing, selecting partners, initiating activities with others	Sept. 6, 1994 June 1, 1995
	17. Initiates activities	Positive reinforcement	Sept. 6, 1994 - June 1, 1995
	18. Positive work	Continues with task	Sept. 6, 1994 - June 1, 1995
	19. Curiosity	Questions, explores, experiments	Sept. 6, 1994 - June 1, 1995
	20. Creativity	Different ways to approach a task	Sept. 6, 1994 - June 1, 1995
	Parent Participation Component		
	21. Parent participation	Parents will be expected to help out in the classroom or field trips at least once per month	Sept. 6, 1994 June 1, 1995
	22. Parent education program: Friday meetings	Friday parent/child meetings will be held at least once per month covering learning activities of the past month, what is planned in the future, and how parents can help their child	Sept. 6, 1994 June 1, 1995
	23. Parent education: Home work activities	Every two weeks a new homework assignment will be given relative to one of the first 13 cognitive/psychomotor objectives	Sept. 6, 1994 June 1, 1995

PART E -- NARRATIVE PROGRAM DESCRIPTION

DESCRIPTION OF PROJECT: Clearly define the project's goals and describe the plan for achieving these goals. State the critical objectives, activities/tasks and provide a timeline for completion. Use additional sheets as needed.

GOALS	CRITICAL OBJECTIVES	ACTIVITIES/TASKS	TIMELINES
	Curriculum Component		
	24. To establish an Early Childhood Education Curriculum Committee	Curriculum Committee meetings	October, 1994 June, 1995
	Community Collaboration Component		
	25. To establish Early Childhood Education Advisory Committee	Advisory Committee meetings	October, 1994 June, 1995
	Staff Development Component		
	26. Early Childhood Education staf will participate in inservice to improve their instructional skills and broaden their knowledge base.	Appropriate inservice programs will be developed and implemented	October, 1994 June, 1995

APPENDIX C

MSRP PRESCHOOL ACTIVITY
OBSERVATION CHECKLIST
1994-95

Teacher's Name _____ Observer's Name _____

Aide's Name _____ Date _____

School _____ Length of Observation _____

Number of Preschoolers _____ Number of Parents _____

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
1	Properties of Object; i.e., shape, color, hardness (five senses)**		
2	Social Knowledge (i.e., work roles)		
3	Grouping and Regrouping (i.e., classification)**		
3 (Sub-Skill)	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections)		
4	Transitive Relations (i.e., length height, weight, shades, hardness)		
5	Temporal Ordering of Events		
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.		

*Refer to MSRP Program Examples of Preschool Activities Sheet for a detailed explanation of the types of activities.

**These activities plus some aspect of work on <u>physical knowledge</u> should be part of the <u>daily</u> classroom activity.

✓ - Occurred

APPENDIX C

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)		
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)		
9	Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)		
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**		
11	Linear Order (i.e., straight lines, counting)		
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)		
13	Gross Motor Coordination**		
14-16	Record of Parental Participation Being Maintained		

*Refer to MSRP Program Examples of activities for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

BEST COPY AVAILABLE

APPENDIX C

ASSOCIATED LANGUAGE OBSERVATION INSTRUMENT
1994-95

1. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period. Record the major learning activities during each period.

   A. First 30 minutes:

      Questions -

      Open-ended (thought provoking): _____

      _____

      _____

      _____

      _____

      Closed-ended (right answer): _____

      _____

      _____

      _____

      _____

      Restatements of student produced responses -

      Exact statement: _____

      _____

      _____

      _____

      _____

      With extension: _____

      _____

      _____

      _____

      _____

      Major learning activities: _____

      _____

      _____

      _____

      _____

      _____

B. Second 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

C. Third 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

D. Fourth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

E. Fifth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

F. Sixth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX C

MSRP — PRESCHOOL

Example of Preschool Activities According to Product and Process Objectives

Type of Activity	Activity Examples	
Objective 1 - Physical Knowledge: Properties of and Appropriate Behavior for Exploring Properties of an Object (Shape, color, hardness--using the five senses. Changing shades, measuring weighing.)	-Making apple sauce, soups, cookies, etc. -Smelling and handling -Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks--(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Fast and slow inclined plane	-Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough
Objective 2 - Social Knowledge: (World of work and roles of workers)	-Books -Field trips -Films -Visitors -Role-playing -Helpers in the room	-Community workers -School workers -Visiting patrolmen -Postman
Objective 3 - One Criterion Classification: Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).	-Color--blocks -Shape -Size -Texture -Tone -Utility -Smell -Taste -Calendar	-Sorting -Attendance--number of girls -Attendance--number of boys -Putting toys away -Doll house -Doll dishes
Sub Skill for Objective 3 - Conservation of Number by One-to-One Comparison (gross comparison between collections; comparisons by one-to-one correspondence)	-Collections--rearrangement of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather	-Getting coats -Right boot -Pouring activities

(MSRP -- PRESCHOOL Cont.)

Type of Activity	Activity Examples
Objective 4 - Seriation: Relations Among Transitive Relationships (seriation--comparing and arranging things according to a given dimension by transitive relations)	-Length -Height -Weight -Shades of color -Hardness -Softness -Cuisenaire rods -Block tower building -Texture activities
Objective 5 - Temporal Ordering: of Three or Four Events (Structuring Time)	-Show and tell -Story--book -Role-playing -Science experiments -Calendar -Preparation art, lunch, cleanup home bound -Growth stages -Finger plays -Farmer in the Dell -Audio-visual materials
Objective 6 - Expressive Language: Labeling	-Naming pictures in storybook -Naming items in catalogues -Naming objects in house -Naming items in classroom
Objective 7 - Expressive Language: MLU (Mean Length of Utterance)	-Retelling a story -Expounding child's sentence (i.e., apple--eat apple--I eat apple--I eat an apple
Objective 8 - Expressive Language: Semantics	-Flannel board stories -Language stories -Emphasizing specific -Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors
Objective 9 - Expressive Language: Plot Extension	-Completing unfinished sentence -Adding endings to stories -Drawing inferences

(MSRP -- PRESCHOOL Cont.)

Type of Activity	Activity Examples	
Objective 10 - Fine Motor Activities: Eye-Hand Coordination (use of classroom tools and materials--cutting, pasting, tearing)	-Art work -Writing on the board -Finger painting -Folding -Stirring pudding -Pegboards -Pouring -Geoboards -Puzzles -Cuisenaire rods -Sorting beads and buttons -TRY -Building blocks	-Lacing -Weaving -Chalkboards -Flannel boards -Clay -Sand box -Water play -Spreading peanut butter -Coats--button and zippers -Clean up time -Finger plays -Using musical instruments
Objective 11 - Topological Relationships Concerning Linear Order (Structure of Space)	-Games--straight line -Role-playing -Manipulation of Object (rods, blocks, toys) -Poetry -Prose	-Counting days till _____ -Finger plays -Bear hunt -AAA -Ten Little Indians
Objective 12 - Copying of Specific Shapes	-Line drawings -Sand drawing -Paper cutting -Cookie cutting with clay -"Simon Says" -Tracing -Rubbing	-Pegboards -Geoboards -TRY -Writing chalkboard -Directed copying activity -Pantomime -Exercises
Objective 13 - Gross Motor Coordination: (large body movements, climbing, walking, rolling)	-Rhythms -Dancing -Jungle gym -Free play activities -Balance beam -Mats--tumbling -Play all equipment -Jumping jiminy -Jump roles--forming circles with activities -Jumping Jacks -Duck Duck Goose -Squirrel in tree	-Johnny works with one hammer -Bear hunt -Acting out Mother Goose rhyme -Rhythm Estamae -Dodge ball -Balls and skateboard -Play house -Roller skates -Snowman activities -Up the steps

BEST COPY AVAILABLE

APPENDIX D

Table D-1

Number of Times MSRP Teachers Employed Language Production/ Enhancement Techniques by Time Period and Total Classroom Observation for Each Site, February, 1995

Thirty-Minute Period Language Production/ Enhancement Techniques	SITE 1	2	3	4
A - First				
Open Ended	15	43	56	19
Closed Ended	14	2	18	19
Exact Statement	10	1	3	23
With Extension	4	38	6	11
B - Second				
Open Ended	29	38	53	21
Closed Ended	39	3	50	23
Exact Statement	17	3	6	29
With Extension	6	36	11	15
C - Third				
Open Ended	33	70	46	20
Closed Ended	46	1	32	19
Exact Statement	18	6	17	18
With Extension	10	46	18	3
D - Fourth				
Open Ended	36	56	48	9
Closed Ended	45	0	30	11
Exact Statement	13	2	8	11
With Extension	12	39	16	5
E - Fifth				
Open Ended	32	22	16	18
Closed Ended	26	18	11	28
Exact Statement	17	14	17	27
With Extension	11	8	10	16
TOTAL				
Questions	315	332	185	212
Restatements	118	171	139	185